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ABSTRACT

Six hundred thirty-three students from Western Michigan University answered a 46-item questionnaire concerning their attutides on such matters as living conditions, curriculum, community relations, faculty-staff relations, careers, and interpersonal relations. Respondents were divided into three groups: (1) the experimental group, consisting of 135 black students who were in the Martin Luther King Program; (2) a control group of black students who were never in any type of minority program; and (3) students from predominately white neighborhoods and white high schools. Findings led to specific recommendations for the improvement of the program. (Author/KE)

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REPORT NO. 3

of

AN EXPLORATORY STUDY FOR MLK PROGRAM IMPROVEMENT

by

Kimon Bournazos

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U S DEPARTMENT OF HEALTH,
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Recommendations

1. The University should consider further development of remedial courses in reading, writing and mathematics. The possibility of a self-teaching lab in these subjects should be considered.
2. There should be an increase and improvement in the amount and quality of career information made available to all students. The possibility of a Career Information Center that would assist students in becoming acquainted with professional careers as well as the types of courses required to prepare themselves for such careers should be seriously considered.
3. Methods of improving inter-racial understanding should be re-examined so that there is a continued improvement of relations within the various parts of the University.
4. Deliberate effort should be made to make sure that students and faculty know more about the intent and meaning of minority programs. The Director of Minority Student Affairs should make it a point to explain the program to all Department Heads.
5. There is a need for in-service meetings with faculty concerning inter-racial relationships. The Director of Minority Student Affairs should work closely with faculty so that faculty may have improved insight in how to deal with and react to minority students and their problems. This may assist Black students in experiencing better relationships with professors.
6. The Office of Minority Student Affairs should continue to work closely with incoming minority students to assist them in their

relationships with the faculty and other college students. Much can be done during the summer orientation session.

7. Summer orientation session should be organized in such a way that MLK students are kept busy with educational, social and campus functions so that they do not habitually return to their hometowns on weekends. Last summer was the first time that the Program was revised to accomplish these ends. The purpose of this is to build better study habits and impress students with the value and significance of their educational careers.

8. Since a higher percentage of MLK students perceive that they have many problems, it is suggested that students be encouraged to visit the Counseling Center for assistance. Since personal problems may be related to finances, the Director of Minority Student Affairs is in the process of discussing with the Department Head of Business Education and Administrative Services methods of assisting minority students to learn how to handle their personal finances better.

Introduction

This is the third part of a report concerning the study, An Exploratory Study for MLK Program Improvement. This report summarizes the findings from 633 WMU students who answered a 46-item questionnaire[1] concerning their attitudes on such matters as living conditions, curriculum, community relations, faculty-staff relations, careers, and interpersonal relations.

A number of matters must be taken into consideration when reviewing the data gathered in this study and the decisions that led to the expansion of this study to include other types of students than just those who were participants in the MLK minority student program.

Special programs for minorities, by intent, were developed to service the socio-economically disadvantaged student. These students by the very nature of their lack of opportunities and certain types of indoctrination that they received during the early stages of the program seemed to have become identified as the most vocal and ardent supporters of equality and Black rights.

During the period of time that this study was started, Western's campus was involved in a Black student demonstration regarding the change in minority program directors. Attempts to gain the participation of MLK students in this study initially were met with non-cooperation by many of the students. As a result it became necessary to wait a semester for matters to quiet down. Since emotions were

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[1] See Appendix A.

running very high for MLK minority students there seemed to be a legitimate need to include students who were not involved in special minority programs. Their perceptions concerning the University should make the study more significant. As a result non-program Black students and white students were included in the study.

Sample Description

The total sample of 633 respondents was divided into three hroups (see Table 1). Group I, the experimental group, consisted of 135 Black students who were on the Martin Luther King Scholarship Program. Group II, a control group, consisted of 97 Black students who had never participated in any type of minority program. Group III, another control group, consisted of 401 white students. Table 2 shows the total sample according to classification. Note that 68.8 percent of this sample consists of juniors, seniors and a few graduate students. Most of these students have participated in college life long enough to have had time to gain insights concerning the University, its facilities and campus life.

Both Group I and Group II students seem to come from rather similar neighborhoods and high schools as indicated in Tables 3 and 4. Group III students come from predominantly white neighborhoods and white high schools.

More Group II students come from very large cities such as Detroit, Chicago and Flint, while more Group I students come from cities such as Kalamazoo, Battle Creek, and Jackson which have populations between 50,000 and 200,000, and even small towns such as Covert and Three Rivers.

More of the Group III students come from medium size and small size cities and towns than do Group I and II students (see Table 5). The demographic characteristics of these groups are probably crucially related to their attitudes and should be kept in mind while reading this report.

Living Conditions and Interpersonal Relations

The effectiveness of the University and development of competence and maturity of individuals is related to the environment and social conditions to which these students are exposed. A number of questions in this study focused upon the attitudes which these students hold about such matters as campus life, social and community life, dormitory living, and interpersonal relationships with other students, faculty, staff and administration. Tables 6 through 25 concern these matters.

Dormitory Living

Table 6 shows that 65 percent of Group I and 59 percent of Group II students feel that their relations with Dormitory Advisors are satisfactory to good, while 51 percent of Group III students feel that these relationships are satisfactory to good. A somewhat higher percentage in Groups I and II feel that dormitory living conditions are either satisfactory or good (see Table 7). In both instances the trend is the same, with Group I showing more satisfaction and Group III showing the least satisfaction. One would conclude that white students feel somewhat more negative about dormitory advisors and dormitory living conditions than Black students. Group I Black students seem

less neutral about their attitudes concerning dormitory matters. In both Tables 6 and 7 a very high percentage of Group III whites (39.1% and 38.6%) and Group II Blacks (18.5% and 17.5%) did not answer the question. These data seem to indicate that dormitory living conditions may be improved if dormitory staff and student relationships are examined with this purpose in mind. The Office of Minority Student Affairs has attempted to influence group attitudes by having minority program students live in an integrated dormitory during summer orientation. Previous to last summer minority students lived in a segregated dormitory.

Student Relationships

How do students feel that they get along inter-racially? Tables 8, 9 and 10 show that most students feel that their everyday contacts and personal relationships with students of their own race are fair to good. Slightly over 30 percent of the Group III students feel that their relationships with Black students are poor (Table 8). However, only 21.4 percent of the Group I and 10.4 percent of the Group II students feel that their relationships with white students are poor (Table 10). More white students feel negative toward Black students, and twice as many minority program Black students than non-program Black students feel negative toward white students. Some of this feeling may come about because many of the MLK students feel offended by remarks or questions from white students concerning whether or not they are participating in minority programs. Deliberate efforts should be made by the University Administration to be sure that attitudes of

this nature do not hinder the learning process in the classroom and that positive efforts are made for more inter-racial understanding.

Faculty Relationships

When students were asked how satisfying their everyday contacts and relationships are with their professors, over four-fifths indicate their relationships are from fairly satisfying to very satisfying. However the data in Table 11 show that differences do exist between the three groups. Group II students are the least satisfied with 23.7 percent feeling that their relationships are quite poor. Next are the Group I students with 19.2 percent indicating a poor relationship, while only 9 percent of the Group III students indicate a poor relationship with their professors. The data indicate that white students experience better relationships with their professors than do Black students.

The same tendency is indicated when students were asked the degree of interest most of their professors showed in them as an individual. The data in Table 12 show that 42.6 percent of the Group III students feel that their professors show a genuine interest in them whereas fewer Group I and Group II students feel this way (28.1% and 31.0% respectively).

When these students were asked the same question concerning a few of their professors, the results are much more positive. Slightly over 56 percent of all students feel that a few of their professors show a genuine interest in them as individuals (see Table 13).

Administration Relationships

A very high percentage of students in all three groups feel that the University Administration seems to show very little interest in them or their problems (see Table 14). Although more Group III students are on the positive side with 56.1 percent indicating that the Administration pays average interest (47.3%) or very high interest (8.8%), fewer than 50 percent of the Group I and II students feel this way.

Office Staff Relationships

Group III students feel more positive concerning their perception of University office staff with whom they must deal. The data in Table 15 show that 69.2 percent of Group III feel that the office staff usually is courteous and helpful whereas only 53.6 percent of Group II and 46.6 percent of Group I feel this way about the matter. A much higher percentage (13.3%) of Group I students feel that they are treated rudely by office staff with whom they must deal.

Campus Police Relationships

When asked about their relations with campus police, most students feel that their relations are fair to good. Table 16 shows that 68.1 percent of Group II and 69 percent of Group III rate them fair to good. Although a higher percentage (71.9%) of Group I rate their relationships with police fair to good, a higher percentage also rate them poor (19.3%).

Campus and Community Life

The degree of satisfaction and identity with the campus and local community as well as opportunities to participate in personally satisfying social functions should not be overlooked since it relates to some degree to how well the individual adjusts and functions within his total environment.

The data in Table 17 indicate that more (87.4%) Group III students either like campus life fairly well or very well, with Group II students next (77.3%) and Group I students lowest with 72.5 percent. According to these data one may conclude that white students are more satisfied with campus life than Black students and that Black students not on minority programs are somewhat more satisfied with campus life than Black students on minority programs.

When asked how much a part of campus life they feel, from almost one-fourth to over one-third indicated that they do not really feel a part of campus life (Table 18). Group III students feel more a part of campus life than do Group I or Group II students. The data in Tables 17 and 18 indicate that this area should be more closely examined since a large percentage of students do not seem satisfied with campus life nor do they identify with campus life.

The data in Table 19 indicate that a large percentage of Black students (Group I, 35.6%; Group II, 37.1%) do not find the community satisfying. Only 10.3 percent of white students (Group III) feel dissatisfied with the community. Even though a fairly high percentage of students feel that the community is not satisfying, a fairly high

percentage seem to be able to participate in the types of social functions which they enjoy. Table 20 seems to be indicative of this since 80.7 percent of Group I, 74.2 percent of Group II and 76.7 percent of Group III feel that the opportuntiies to participate in the types of social functions which they like are generally good or generally fair.

Attitudes of Parents and Friends

Most students (90.5%) feel that their parents are very interested in their careers and want them to complete college (Table 21). Slight differences do exist between the three groups. More students in Groups II and III (92.8% and 91.5%) indicate high parental interest while fewer students in Group I (85.9%) indicate high parental interest. In fact 12.5 percent of Group I students indicate that their parents do not seem interested or that their parents feel that college is not important, whereas only 5.9 percent of Group III and 4.1 percent of Group II parents seem to be negative about this matter.

Related to parental attitude is that of peer group attitudes concerning the significance of higher education. In fact this may be even more influential. The data in Table 22 show that Group I students indicate that 12.5 percent of their friends feel that they are wasting their time attending the University. Groups II and III are much lower--3.1 percent and 2.8 percent respectively. The Office of Minority Student Affairs has already made changes in the Summer Orientation Program based on these findings. Previous to these findings, minority students were required to return to their homes during

the week-end. Last summer's orientation minority students were not required to go home. Instead, the Program was revised to make it conducive for these students to remain on campus. It is hoped that by doing this, students will not be exposed to the possibility of negativism from peers or even parents. Values and attitudes concerning education must be influenced if certain students are to be successful in completing a college career.

University Counseling Services

The University Counseling Services have been of some help or very helpful to over 55 percent of the students in all groups (see Table 23). Fewer Group III students (33.3%) than Group I (40%) and Group II students (43.3%) feel that the Counseling Center is not helpful to them. It is interesting to note that more Group I (30.4%) and Group II students (29.9%) indicate that they have not used the Counseling Services (see Table 24).

Table 25 shows how these students perceive the number of personal problems which they experience. Almost three times as many Group I students (34.1%) as Group III students (11.8%) feel that they experience many personal problems. Over twice as many Group II students (27.9%) as Group III students (11.8%) feel that they experience many personal problems. Significantly more Black students than white students feel that they are experiencing many personal problems. However, Table 24 does not indicate that significantly more Black students than white students are using the Counseling Services.

Career and Curriculum Choice

In our present day business and technological world career choice has become a highly crucial decision for students. Closely related to career choice is the choice of courses and the student's major and minor areas of emphasis. Assisting the student to make a viable decision is extremely difficult, especially in an era when labor market activity is never static and new types of professional careers are evolving almost daily.

Attitudes Concerning World of Work

The data in Table 26 show that most students feel that the education they are receiving is preparing them very well or just fairly well for the world of work. However, there are some group differences that should be brought to the reader's attention. Group III students feel more positive than Group I or II students. Note that 39.1 percent of Group III students feel that their education is preparing them very well for the world of work whereas 28.9 percent of Group I and 27.9 percent of Group II students feel this way about the matter. Twice the percentage of Group I students as Group III students feel that they are being prepared poorly.

Although these students seem to feel fairly certain about the education they are receiving with regard to career preparation, 87.4 percent to 94.8 percent feel that more assistance should be available to become acquainted with various types of careers. The Business Education and Administrative Services Department of the College of

Business has recently increased the amount of career information in the Introduction to the Business World 140 course. The Director of Minority Student Affairs, in conjunction with this same department, has initiated a Company Visitation Program (CVP) which emphasizes career information for minority students. It is expected that this program will be expanded to include all students since indications are that a large number of students are interested in career information and opportunities to explore the business world of work before completing their education.

The data in Tables 28 and 34 are additional confirmation of student attitudes expressed in Table 27. Over 80 percent of students in all three groups feel that there is a need for a Career Information Center where students could find out more about different types of professional careers (see Table 27). When questioned about this matter, most students did not feel that there was any one specific place they could go to on campus to find out about various types of careers and how to prepare for them. The data in Table 34 are a further affirmation of the need for career information with 78.3 percent of all students indicating this need. These data definitely confirm that the need for more career information is uppermost in most students' minds.

The necessity for professional career information and the facilities to house the staff and materials and ancillary services is a matter that must be seriously examined and acted upon immediately. The University Administration should make this a top priority commitment.

Attitudes Concerning Curriculum

Closely related to attitudes concerning career preparation is that of curriculum choice. Table 29 shows that most students choose their major/minor because they really liked it or wanted to do this. The data show that 51.1 percent of Group I, 69.1 percent of Group II and 65 percent of Group III gave this as a reason. Another large percentage--Group I, 25.9 percent; Group II, 16.5 percent; and Group III, 20.4 percent--chose their major/minor because it happened that way or because they seemed to have more courses in that area. Few students indicated that they received advice from the Counseling Center or their professors. In short, personal decision or chance were the major deciding factors in curriculum choice.

The need for assisting students in curriculum choice and career planning is also indicated in Table 30. Forty-three percent of Group I, 39.2 percent of Group II, and 25.5 percent of Group III indicated that they would choose a different major/minor if they had it to do over again. Note that a much higher percentage of Group I and II students were dissatisfied with their choice of major/minor. This probably due to their lack of exposure to various alternatives open to them before entering the University. However, opportunities to explore various types of careers during the early stages of University training could alleviate this type of situation.

The data in Table 31 concerning curriculum advice were also quite negative. About 30 percent or more of the students feel that curriculum advice which they received was poor. A much higher percentage of

Group II students (41.3%) feel that curriculum advice is poor. In short, more Black students are dissatisfied than are white students.

The majority of students (43.5%) indicated that the best place to obtain academic counseling is at the department level. Table 32 shows that the second largest percentage (19.1%) of students obtained curriculum counseling from other students. Seventeen percent of the Group I students and 8.3 percent of the Group II students received curriculum advice from MLK Program personnel.

These students were asked whether they felt that the best time to get academic counseling was during the regular school year or during summer orientation. The data in Table 33 show that most students prefer academic counseling during the regular school year but a fairly large percentage feel that the best time to receive academic counseling is during summer orientation. Note that 40.7 percent of the Group I students indicated summer orientation as the best time while 26.8 percent of Group II and 16 percent of Group III indicated this. The reason that a much higher percentage of Group I students feel that summer orientation is best for academic counseling is because these students participated in the 7 1/2 week summer program for MLK students whereas Group II and III students participated in regular orientation for only a few days. In short, the Group I students were exposed to much more advice and had a longer time to become acquainted with the campus and its facilities.

It is quite apparent from the data in Tables 26 through 33 that a large number of students feel dissatisfied concerning the value of their education for preparing them for the world of work and with their

curriculum choice. Most students want more assistance in becoming acquainted with careers and point out the need for a Career Information Center. More Black students than white students feel that they are being prepared poorly for the world of work and feel dissatisfied with their choice of major/minor. More Group II Black students are dissatisfied with the academic counseling which they are receiving.

It seems that there is a need for the various departments to strengthen their curriculum advising. A closer look is needed at how we go about dispensing curriculum advice and career information to make sure that students are given every possibility to explore the various alternatives available to them. In this way students may be able to make more enlightened decisions.

Attitudes Concerning Business Careers

The majority of students (78.3%) indicated that they would like to learn more about business professions. More students in Group III (83.2%) than in Group I (68.9%) and Group II (71.1%) indicated that they wished to learn more about business professions. This may be indicative that many Black students cannot perceive themselves as having as good an opportunity to obtain work in the business world. Table 35 seems to substantiate this assumption since 28.1 percent of Group I and 21.6 percent of Group II students feel that the chances of obtaining work in the business world for the Black graduate who majored in business are poor. Only 8.8 percent of Group I and 5.2 percent of Group II feel that the chances are good. Historically, Blacks have had

very marginal opportunities to obtain viable positions in the business world of work although the trend is changing because of legislation concerning the hiring of minorities. It seems that the majority of Black students are still not convinced that their chances are good. As noted previously in this report, the College of Business offers IBW 140 as an introductory business course. This course, in part, introduces the student to various types of business professions. Recently business games and simulations have been introduced to make the business world of work more realistic. Outside speakers and business faculty are also utilized for special areas.

The Company Visitation Program (CVP) is in its developmental stages having just been introduced this winter semester. At present CVP includes only minority program students. The data in Table 34 show that all students can benefit from such a program. CVP is operated in conjunction with the Office of Minority Student Affairs and the Department of Business Education and Administrative Services. Increased efforts must be taken to prepare and assist Black students to enter the business world of work.

Orientation and Related Areas

Orientation for new students assists them to adjust to University life more easily. It may be especially helpful to the new minority program student. Most minority program students are the first in their families and among their relatives to enroll in a University. Most have lived in lower socio-economic neighborhoods. They have no referents to relate to nor are they quite certain what may be expected

of them in a university setting. Attitudes concerning orientation, registration and minority programs are discussed below.

Keep in mind, as previously explained in this report, that Group I students participated in a 7 1/2 week summer session during orientation whereas Group II and III students participated in the regular orientation program for a few days. The MLK minority program students feel more positive about their type of 7 1/2 week program than do the non-program students. This is evident in Table 36 wherein 56.2 percent of the Group I students indicate that orientation was good and helpful or good but needed some improvement. Only 28.8 percent of the students in Groups II and III feel this way about the matter.

One area in which all students seem to need assistance is that of registration. The order of difficulty in the registration process is found in Table 37 which shows that 48.2 percent of Group I students find registration very difficult, and 55.6 percent of Group II and 38.6 percent of Group III students indicating the same difficulty level. Black students, especially non-program Blacks, find the registration process much more difficult than white students.

Attitudes Concerning Minority Programs

Attitudes concerning minority programs can shed some light as to the type of atmosphere in which these programs function on the university campus. The data in Table 38 show that the majority (53.2%) of Group I students who participate in the MLK Program feel that minority programs are very helpful; 26.7 percent somewhat helpful, 8.2 percent not helpful, and 10.3 percent are not sure if they are helpful. One might assume

that Black students in general might feel highly positive toward minority programs; however, only 27.8 percent of non-program Black students in Group II feel that minority programs are very helpful and 22.7 percent feel that they are somewhat helpful. Furthermore, more Group II students (25.8%) did not answer the question. White students in Group III are even less enthusiastic concerning minority programs. Of these, only 7.6 percent feel that minority programs are very helpful; 11.5 percent, somewhat helpful; 13.6 percent, not helpful; and 53.7 percent are not sure if these programs are helpful.

Attitudes Concerning Educational Fundamentals

The data in Table 39 clearly indicate that a high percentage of the students in all three groups feel that they have difficulties in reading, writing and mathematics. In fact there are few differences between the groups. Of all 633 students, 26.9 percent indicated that they feel that their greatest difficulty is in reading; 12 percent have difficulty in writing, 23.6 percent have difficulty in mathematics, and 8.1 percent feel that they have difficulty in two or more of these areas. Only 28.6 percent did not feel that they have any difficulties in these areas.

Reading, writing and mathematics are of crucial importance and play a significant role in the level of success students experience in learning subject matter. In addition to closely reviewing the various types of courses related to these basic fundamentals, this writer recommends that a self-teaching reading, writing and math laboratory be developed to assist those students experiencing difficulties.

Consideration should be given to developing remedial courses if needed.

Summary of Findings

1. Relationships with dormitory advisors are rated good or satisfactory by 45.7 percent of all students surveyed. However, a smaller percentage of white students than Black students feel that their relationships with dormitory advisors are satisfactory (Table 6).
2. A much higher percentage of Black students than white students rate dormitory living conditions as satisfactory (Table 7).
3. Most students feel that their everyday contacts and relationships with students of their own race are fair to good (Tables 8, 9 and 10).
4. Slightly over 30 percent of the white students feel that their everyday contacts and personal relationships with Black students are poor (Table 8).
5. Slightly over 21 percent of MLK Black students feel that their everyday contacts and personal relationships with white students are poor while only 10.4 percent of non-minority program Black students feel that they have poor relationships with white students (Table 10).
6. Most students feel that they have very satisfying or fairly satisfying relationships with their professors. However, there are differences between groups (Table 11).
7. Almost one-fifth of the MLK Program students, 23.7 percent of Black students not participating in minority programs, and 9 percent of

the white students feel that they have poor relationships with their professors (Table 11).

8. More white students than Black students feel that most of their professors show a genuine interest in them as individuals (Table 12).
9. About one-half of Black and white students feel that there are a few professors who show a genuine interest in them as individuals (Table 13).
10. Over two-fifths of all students feel that the University Administration seems to show an average interest in them and their problems while 8.1 percent feel that the Administration's interest is very high and 43.6 percent feel that the Administration pays very little interest. Group differences do exist with non-program Black students feeling somewhat less positive toward the Administration (Table 14).
11. Most students feel that the office clerical staff is courteous and helpful. However, more MLK Program students feel that the office. staff is rude (Table 15).
12. A high percentage of all students (70%) feel that their relationships with the University Security guards are fair to good (Table 16).
13. White students are more satisfied with campus life than Black students. Black students not on minority programs are somewhat more satisfied with campus life than are MLK Program students (Table 17).
14. White students feel more a part of campus life than do Black students (Table 18).

15. A much higher percentage of white students than Black students find the local community satisfying (Table 19).
16. Most students feel that the opportunities to participate in the social functions which they like are generally fair to good (Table 20).
17. Most students feel that their parents are very interested in their careers and want them to finish college. However, a small but clearly higher percentage (12.5%) of the MLK Program students feel that their parents do not seem interested or feel that college is not important (Table 21).
18. A higher percentage of MLK students indicated that their friends feel that they (the MLK students) are wasting their time attending the University (Table 22).
19. Slightly over one-half of all students feel that the Counseling Center is very helpful or of some help (Table 23).
20. About one-fourth of these students have never visited the Counseling Center (Table 24).
21. Compared to white students, three times as many MLK Program students and over twice as many non-program Black students indicate that they feel they have many problems while going to school here (Table 25).
22. Most students feel that their education is preparing them fairly well or very well for the world of work. However, a higher percentage of Black students than white students feel that they are being prepared poorly (Table 26).
23. A very high percentage (89.3%) of all students feel that more assistance should be given in becoming acquainted with different kinds of careers (Table 27).

24. Over four-fifths of the students feel that there is a need for a Career Information Center (Table 28).

25. Most students choose their major/minor because they really like it (Table 29).

26. A higher percentage of MLK Program students and non-program Black students than white students indicated that they would choose a different major/minor if they had it to do over again (Table 30).

27. About 30 percent or more of these students felt that the curriculum advice which they received was poor. Non-program Black students were more dissatisfied than MLK Program students or white students (Table 31).

28. Most students indicated that the best place to obtain academic counseling is at the department level (Table 32).

29. Most students indicated that the best time to obtain academic counseling is during the regular school year (Table 33).

30. Over three-fourths of the students indicated that they would like to learn more about business professions. More white students than Black students indicated that they are interested (Table 34).

31. Fifty percent or more of the Black students feel that the chances are poor or only somewhat satisfactory for the Black graduate who majors in business to obtain a job in the business world of work (Table 35).

32. MLK Program students feel more positive about the type of orientation program in which they participated than the type of orientation program other students participated in (Table 36).

33. Black students, especially non-program Black students, at the beginning found the registration process more difficult than white students (Table 37).

34. A much higher percentage of MLK Program students feel that special minority programs are helpful than do non-program Black students or white students (Table 38).

35. A high percentage of students in all three groups feel that they experience difficulties in reading, writing and mathematics - (Table 39).

Table 1

Total Sample, by Sex

Sex	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
Male	68	50.4	39	40.2	271	67.7	378	59.7
Female	67	49.6	58	59.8	130	32.3	255	40.3
Total	135		97		401		633	

Table 2

Total Sample, by Classification

Classification	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
Freshman	23	17.1	7	7.2	44	11.0	74	11.7
Sophomore	24	17.7	27	27.9	70	17.6	121	19.1
Junior	32	23.7	31	32.0	140	34.9	203	32.1
Senior	40	29.7	26	26.8	135	33.6	201	31.7
Graduate	16	11.8	5	5.2	11	2.8	32	5.0
No Answer			1	1.0	1	0.3	2	0.3

Table 3

Total Sample, by Type of Neighborhood

Type of Neighborhood	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
Mostly white	21	15.5	9	9.3	362	90.5	392	61.9
50% Black-50% White	20	14.8	15	15.5	11	2.8	46	7.2
Mostly Black	70	51.8	54	55.7	0		124	19.6
More Black than white	16	11.9	11	11.4	4	1.1	31	4.9
More white than Black	6	4.5	7	7.3	20	4.8	33	5.2
No answer	2	1.5	1	1.0	4	1.1	7	1.1

Table 4

Total Sample, by Racial Mix of High School Attended

Racial Mix of High School	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
Mostly Black	37	27.4	23	23.7	8	2.0	68	10.7
Mostly white	54	40.0	33	34.1	332	82.9	419	66.2
50-50	17	12.5	14	14.4	16	4.1	47	7.5
More white than Black	18	13.4	19	19.6	42	10.3	79	12.5
More Black than white	6	4.4	5	5.2	2	.6	13	2.0
No answer	3	2.2	3	3.1	1	.3	7	1.1

Table 5

High School Attendance, by Size of City

Size of City	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
Over 200,000	41	30.4	45	46.4	85	21.3	171	27.1
50,000 - 200,000	46	34.1	18	18.5	112	27.6	176	27.8
10,000 - 50,000	25	18.5	21	21.7	105	26.3	151	23.9
Less than 10,000	21	15.5	9	9.3	99	24.8	129	20.4
No answer	2	1.4	4	4.1			6	.9

Table 6

Relations with Dormitory Advisor

Relations	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
Good	43	31.8	27	27.9	119	29.8	189	29.8
Satisfactory	45	33.3	31	31.9	88	21.5	164	25.9
Poor	35	25.9	21	21.7	38	9.6	94	14.8
No answer	12	8.9	18	18.5	156	39.1	186	29.4

Table 7

Degree of Satisfaction with Dormitory Living Conditions

Degree of Satisfaction	Group I		Group II		Group III		Total	
	N	%	N	%	N	%	N	%
Good	31	23.0	14	14.5	107	26.8	152	24.0
Satisfactory	67	49.7	50	51.6	93	22.8	210	33.2
Poor	26	19.2	16	16.5	47	11.8	89	14.1
No answer	11	8.2	17	17.5	154	38.6	182	28.8

Table 8

Personal Relationships with Black Students

Relationship	Group I		Group II		Group III		Total	
	N	%	N	%	N	%	N	%
Good	90	66.7	60	61.8	103	25.8	253	40.0
Fair	33	24.4	28	28.9	165	41.1	226	35.7
Poor	12	8.8	9	9.3	123	30.6	144	22.8
No answer					10	2.6	10	1.6

Table 9

Personal Relationships with MLK Students

Relationship	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
Good	87	64.4	35	36.1	12	3.0	134	21.1
Fair	35	25.9	23	23.7	36	9.1	94	14.8
Poor	8	6.0	4	4.2	50	12.3	62	9.8
No answer	5	3.7	35	36.1	303	75.7	343	54.2

Table 10

Personal Relationships with White Students

Relationship	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
Good	31	23.0	24	24.7	336	83.7	391	61.8
Fair	75	55.6	62	63.9	46	11.6	183	28.9
Poor	29	21.4	10	10.4	3	.8	42	6.6
No answer			1	1.0	16	4.1	17	2.7

Table 11

Relations with Professors

Relation	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
Very satisfying	24	17.7	19	19.6	108	27.0	151	23.9
Fairly satisfying	84	62.2	55	56.7	255	63.7	394	62.2
Quite poor	26	19.2	23	23.7	37	9.0	86	13.6
No answer	1	.7			1	.3	2	.3

Table 12

Perceived Degree of Interest Shown by Most Professors

Degree of Interest	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
Genuine interest	38	28.1	30	31.0	170	42.6	238	37.6
Act interested	68	50.3	40	41.2	124	30.9	232	36.6
Don't seem interested	28	20.8	26	26.8	98	24.3	152	24.1
No answer	1	.7	1	1.0	9	2.3	11	1.8

Table 13

Perceived Degree of Interest Shown by a Few Professors

Degree of Interest	Group I		Group II		Group III		Total	
	N	%	N	%	N	%	N	%
Genuine interest	81	60.0	46	47.5	229	57.1	356	56.2
Act interested	28	20.8	20	20.6	59	14.6	107	17.0
Don't seem interested	23	17.0	30	31.0	86	21.5	139	22.0
No answer	3	2.2	1	1.0	27	6.8	31	4.9

Table 14

Perceived Degree of Interest Shown by University Administration

Degree of Interest	Group I		Group II		Group III		Total	
	N	%	N	%	N	%	N	%
Very high	9	6.6	7	7.2	35	8.8	51	8.1
Average	55	40.8	32	33.0	189	47.3	276	43.6
Very little	68	50.3	58	59.8	171	42.4	297	47.0
No answer	3	2.2			6	1.6	9	1.4

Table 15

Perceived Type of Treatment by University Office Staff

Type of Treatment	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
Courteous and helpful	63	46.6	52	53.6	277	69.2	392	62.0
Helpful but somewhat unfriendly	52	38.5	40	41.2	102	25.3	193	30.6
Rude	18	13.3	5	5.1	17	4.3	40	6.3
No answer	2	1.4			5	1.3	7	1.1

Table 16

Perceived Relationships with University Security Guards

Relationship	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
Good	49	36.3	30	30.9	156	39.1	235	37.1
Fair	48	35.6	36	37.2	120	29.9	204	32.2
Poor	26	19.3	16	16.4	60	14.9	102	16.1
No answer	12	8.9	15	15.4	65	16.3	92	14.6

Table 17

Degree of Satisfaction with Campus Life

Degree of Satisfaction	Group I		Group II		Group III		Total	
	N	%	N	%	N	%	N	%
Very well liked	32	23.7	19	19.6	166	41.6	217	34.3
Fairly well liked	66	48.8	56	57.7	185	45.8	307	48.5
Poorly liked	37	27.3	20	20.6	34	8.6	91	14.4
No answer			2	2.0	16	4.1	18	2.8

Table 18

Degree of Identity with Campus Life

Degree of Identity	Group I		Group II		Group III		Total	
	N	%	N	%	N	%	N	%
Really part	30	22.3	18	18.5	123	30.6	171	27.0
Somewhat part	57	42.3	42	43.3	177	44.1	276	43.6
Not really part	44	32.6	37	38.1	96	24.1	177	28.0
No answer	4	2.9			5	1.3	9	1.4

Table 19

Degree of Satisfaction with the Community

Degree of Satisfaction	Group I		Group II		Group III		Total	
	N	%	N	%	N	%	N	%
Very satisfying	23	17.0	9	9.3	176	43.9	208	32.9
Average	62	45.9	51	52.6	174	43.6	287	45.4
Not satisfying	48	35.6	36	37.1	41	10.3	125	19.7
No answer	2	1.4	1	1.0	10	2.3	13	2.1

Table 20

Opportunities to Participate in Social Functions

Opportunities	Group I		Group II		Group III		Total	
	N	%	N	%	N	%	N	%
Generally good	70	51.8	39	40.2	198	49.4	307	48.5
Generally fair	39	28.9	33	34.0	110	27.3	182	28.7
Generally poor	23	16.9	19	19.6	50	12.6	92	14.6
No answer	3	2.2	6	6.2	43	10.8	52	8.2

Table 21

Parental Attitude Concerning University Attendance

Attitude	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
Very interested	116	85.9	90	92.8	367	91.5	573	90.5
Don't seem to be interested	12	8.8	3	3.1	20	5.1	35	5.5
College not important	5	3.7	1	1.0	3	.8	9	1.4
No answer	2	1.5	3	3.1	11	2.8	16	2.6

Table 22

Friends' Attitudes Concerning University Attendance

Attitude	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
Feel I'm wasting my time	17	12.5	3	3.1	11	2.8	31	4.9
Feel it's a good idea	72	53.3	66	68.0	265	65.9	403	63.7
Don't seem to care	46	34.1	27	27.9	116	29.1	189	29.8
No answer			1	1.0	9	2.3	10	1.5

Table 23

Degree of Assistance by University Counseling Center

Degree of Assistance	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
Very helpful	29	21.5	18	18.5	71	17.8	118	18.7
Some help	49	36.3	36	37.1	161	40.4	246	38.8
Not helpful	54	40.0	42	43.3	134	33.3	230	36.3
No answer	3	2.2	1	1.0	35	8.8	39	6.2

Table 24

Number of Visits to Counseling Center

Number of Visits	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
No times	41	30.4	29	29.9	100	25.0	170	26.9
1-2 times	43	31.9	42	43.3	178	44.1	263	41.5
3-5 times	33	24.5	14	14.4	90	22.6	137	21.7
5-10 times	12	8.9	6	6.2	23	5.8	41	6.4
10+ times	6	4.5	5	5.1	1	.3	12	1.9
No answer			1	1.0	9	2.3	10	1.6

Table 25

Perceptions Regarding Personal Problems

Extent of Problems	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
Many	46	34.1	27	27.9	47	11.8	120	19.0
Average	56	41.5	50	51.6	247	61.5	353	55.8
Very few	33	24.5	19	19.6	102	25.6	154	24.4
No answer			1	1.0	5	1.3	6	.9

Table 26

Attitude Concerning Value of Education for the World of Work

Attitude	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
Preparing me very well	39	28.9	27	27.9	157	39.1	223	35.2
Preparing me just fairly	70	51.8	55	56.7	203	50.6	328	51.9
Preparing me poorly	25	18.5	15	15.4	37	9.3	77	12.2
No answer	1	.7			4	1.1	5	.8

Table 27

Assistance in Becoming Acquainted with Various Careers

Amount of Assistance	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
More assistance should be given	118	87.4	92	94.8	355	88.8	565	89.3
Enough assistance is available	13	9.6	3	3.1	35	8.5	51	8.1
No answer	4	2.9	2	2.0	11	2.9	17	2.6

Table 28

Need for Career Information Center

	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
There is a need	115	85.2	78	80.4	335	83.7	528	83.4
There is no need	12	8,9	13	13.4	48	11.8	73	11.5
No answer	8	5.8	6	6.2	18	4.6	32	5.1

Table 29

Method of Choosing Curriculum

Chose Major/Minor	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
After advice from Counseling Center	12	8.8	5	5.2	23	5.8	40	6.3
After advice from a professor	15	11.1	7	7.2	14	3.3	36	5.7
Because I seemed to have more courses in that area	16	11.8	8	8.3	22	5.6	46	7.3
Because it just happened that way	19	14.1	8	8.2	60	14.8	87	13.7
Because I wanted to take this	69	51.1	67	69.1	259	65.0	395	62.4
No answer	4	2.9	2	2.1	23	5.8	29	4.6

Table 30

Satisfaction with Curriculum Choice

If I had it to do over again,	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
I would choose same major/minor	73	54.0	55	56.7	283	70.4	411	64.9
I would choose a different major/minor	58	43.0	38	39.2	102	25.5	198	31.3
No answer	4	2.9	4	4.1	16	4.0	24	3.8

Table 31

Degree of Satisfaction with Curriculum Advising

Degree of Satisfaction	Group I		Group II		Group III		Total	
	N	%	N	%	N	%	N	%
Good	30	22.3	20	20.6	123	30.8	173	27.3
Average	60	44.4	32	33.0	132	32.9	224	35.5
Poor	43	31.9	40	41.3	119	29.6	202	31.9
No answer	2	1.5	5	5.2	27	6.8	34	5.3

Table 32

The Best Place Found by Students to Obtain Academic Counseling

Source	Group I		Group II		Group III		Total	
	N	%	N	%	N	%	N	%
Department	44	32.6	39	40.2	192	47.7	275	43.5
Other students	33	24.4	24	24.7	64	16.1	121	19.1
Counseling Center	19	14.1	6	6.2	50	12.5	75	11.9
Other professors	13	9.7	12	12.4	51	12.8	76	12.0
MLK Program personnel	23	17.1	8	8.3	1	.3	32	5.1
No answer	3	2.2	8	8.3	43	10.8	54	8.6

Table 33

The Best Time to Obtain Academic Counseling as Experienced by Students

	Group I		Group II		Group III		Total	
	N	%	N	%	N	%	N	%
During regular school year	67	49.6	53	54.6	256	63.7	376	59.4
During summer orientation	55	40.7	26	26.8	64	16.0	145	22.9
No answer	13	9.6	18	18.5	81	20.4	112	17.6

Table 34

Number of Students Interested in Learning More About Business Professions

	Group I		Group II		Group III		Total	
	N	%	N	%	N	%	N	%
Would like to learn more about business professions	93	68.9	69	71.1	334	83.2	496	78.3
Would not like to learn more about business professions	33	24.4	17	17.5	48	12.0	98	15.5
No answer	9	6.6	11	11.3	19	5.0	39	6.2

Table 35

Perceptions Regarding Chances for Job Opportunities for Black Business Graduates

Chance	Group I		Group II		Group III		Total	
	N	%	N	%	N	%	N	%
Poor	38	28.1	21	21.6	10	2.6	69	10.9
Somewhat satisfactory	49	36.3	32	33.9	33	8.3	114	18.0
Satisfactory	20	14.8	14	14.4	75	18.8	109	17.2
Somewhat better than satisfactory	8	5.9	11	11.3	47	11.8	66	10.5
Good	12	8.8	5	5.2	93	22.8	110	17.4
No answer	8	5.9	14	14.5	143	35.8	165	26.0

Table 36

Attitudes Concerning Summer Orientation Program

Attitude	Group I		Group II		Group III		Total	
	N	%	N	%	N	%	N	%
Very good and helpful	43	31.8	7	7.2	50	12.5	100	15.8
Good but needs to be improved	33	24.4	21	21.6	65	16.3	119	18.8
Average but helpful and can be improved	27	20.0	26	26.8	71	17.5	124	19.6
Not helpful, different type of program needed	8	6.0	8	8.2	42	10.6	58	9.2
Not helpful, is not needed, serves no purpose	7	5.2	8	8.2	25	6.0	40	6.3
No answer	17	12.6	27	27.8	148	37.1	192	30.3

Table 37

Initial Degree of Difficulty Experienced During Registration

Degree of Difficulty	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
Very difficult	65	48.2	54	55.6	155	38.6	274	43.3
Somewhat difficult	43	31.8	30	30.9	155	38.6	228	36.0
Easy	26	19.3	13	13.4	88	22.1	127	20.1
No answer	1	.7			3	.8	4	.7

Table 38

Attitudes Concerning Special Minority Programs

Attitude	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Total N	Total %
Very helpful	72	53.3	27	27.8	30	7.6	129	20.4
Somewhat helpful	36	26.7	22	22.7	47	11.5	105	16.6
Not helpful	11	8.2	6	6.2	55	13.6	72	11.4
Not sure if they are helpful	14	10.3	17	17.5	215	53.7	246	38.9
No answer	2	1.4	25	25.8	54	13.5	81	12.8

Table 39

Perceived Difficulties in Educational Fundamentals

Difficulty in	Group I		Group II		Group III		Total	
	N	%	N	%	N	%	N	%
Reading	38	28.2	27	27.8	105	26.3	170	26.9
Writing	19	14.0	12	12.3	45	11.3	76	12.0
Mathematics	40	29.6	26	26.8	83	20.8	149	23.6
Two or more of the above	10	7.4	7	7.3	34	8.3	51	8.1
None of the above	27	20.0	24	24.8	130	32.3	181	28.6
No answer	1	.7	1	1.0	4	1.1	6	1.0

APPENDIX A

This questionnaire is confidential. Do NOT put your name on the answer sheet.

We are interested in learning how you feel about such matters as living facilities, the community, and your education here at the University. We hope that your help will make things more meaningful and better for future students. Please choose the answer that most closely fits your feelings and mark the proper space on the answer sheet. Make sure that you complete all questions.

Remember--we are <u>not</u> interested in your name--we <u>are</u> interested in your answers. Thank you for your help in this matter.

1. Sex
   (1) Male
   (2) Female

2. Classification
   (1) Freshman
   (2) Sophomore
   (3) Junior
   (4) Senior
   (5) Graduate

3. My relations with my Dormitory Advisor have been
   (1) good
   (2) satisfactory
   (3) poor

4. My dormitory living conditions have been
   (1) good
   (2) satisfactory
   (3) poor

5. My opportunities to go to the types of social functions which I like (parties, dances, etc.) have been
   (1) generally good
   (2) generally fair
   (3) generally poor

6. My everyday contacts and personal relationships on campus with all types of Black students have been
   (1) good
   (2) fair
   (3) poor

7. My contacts and relations with my professors have been
   (1) very satisfying
   (2) fairly satisfying
   (3) quite poor

8. I like campus life
   (1) very well
   (2) fairly well
   (3) poorly

9. The amount of interest that the University Administration seems to show toward me and my problems is
   (1) very high interest
   (2) average interest
   (3) very little interest

10. Most of my professors
   (1) show a genuine interest in me as an individual
   (2) just act like they are interested in me but are really not
   (3) don't seem to be interested

11. A few of my professors
   (1) show a genuine interest in me as an individual
   (2) just act like they are interested in me but are really not
   (3) don't seem to be interested one way or the other

12. My parents' feelings about college are
   (1) They are very interested in my career and want me to finish college
   (2) They don't seem to be interested in what I am doing
   (3) They feel that college is not important

13. My friends at home
   (1) feel that I'm wasting my time at college
   (2) feel that my going to college is a good idea
   (3) don't seem to care one way or the other if I go to college

14. This is the type of community that is
   (1) very satisfying for me
   (2) not satisfying for me
   (3) average for me

15. The office staff (secretaries, receptionists, clerks, etc.) that I have had to deal with
   (1) are usually courteous and helpful
   (2) are usually helpful but seem cool or somewhat unfriendly
   (3) have usually treated me poorly or rudely

16. At present I feel that
   (1) I am really a part of campus life
   (2) I am not really a part of campus life
   (3) I am just somewhat a part of campus life

17. The education I am receiving is preparing me to compete and survive in today's world of work
   (1) very well
   (2) just fairly
   (3) poorly

18. My everyday relations with white students have been
   (1) generally good
   (2) generally fair or average
   (3) generally poor or bad

19. The University Counseling services
    (1) have been very helpful to me
    (2) have been of some help to me
    (3) have really not been helpful to me

20. At the beginning, registration was
    (1) very difficult
    (2) somewhat difficult
    (3) easy

21. My feelings about the summer orientation program are that it
    (1) was very good and helpful and generally should remain as it is
    (2) was good but needs to be improved
    (3) was average but helpful and with proper changes can be improved
    (4) was not helpful and I think a different type of orientation program is needed
    (5) was not helpful and I don't think that one is needed or serves any purpose

22. The quality of instruction in all Black classes with white professors is
    (1) good
    (2) poor
    (3) average
    (4) I have never been in this type of class

23. I have been enrolled in all Black classes with Black professors
    (1) Yes
    (2) No

24. The quality of instruction in mixed Black and white classes
    (1) is usually good
    (2) is usually poor
    (3) is usually so-so

25. If I had it to do over again,
    (1) I would still choose the same major/minor
    (2) I would choose a different major/minor

26. More assistance should be given in becoming acquainted with the different kinds of careers that are available
    (1) Yes
    (2) Enough assistance is available

27. I have visited the Counseling services
    (1) no times
    (2) 1 or 2 times
    (3) 3 to 5 times
    (4) 5 to 10 times
    (5) more than 10 times

28. The quality of instruction in all Black classes with Black professors is
    (1) good
    (2) poor
    (3) average
    (4) I have never been in this type of class

29. I chose my major/minor after
    (1) getting advice from the Counseling Center
    (2) getting advice from a professor
    (3) because I seemed to have more courses in that area
    (4) because it just seemed to happen that way--almost like an accident
    (5) because I really liked it or wanted to do this

30. I believe that special minority student programs
    (1) are very helpful
    (2) are somewhat helpful
    (3) are not helpful
    (4) I am not sure if they are helpful

31. While going to school here
    (1) I have had many personal problems
    (2) my personal problems have been about average
    (3) I have had very few or no personal problems

32. I feel that my greatest difficulty has been in
    (1) reading
    (2) writing
    (3) mathematics
    (4) two or more of these
    (5) none of these

33. I have been enrolled in all Black classes with white professors
    (1) Yes
    (2) No

34. The academic counseling or advice about choice of curriculum and types of courses I should take has been
    (1) good
    (2) poor
    (3) average

35. The best time to get academic counseling is
    (1) during the regular school year
    (2) during summer orientation

36. The best place I have found to get academic counseling has been
    (1) at the Department where I chose my major and/or minor
    (2) from other students
    (3) at the Counseling Center
    (4) from certain professors
    (5) from those people administering minority group programs

37. The type of neighborhood that I have lived in most of my life has been
    (1) mostly white families with very few or no Black families
    (2) about 50% Black families and 59% white families
    (3) mostly Black families with very few or no white families
    (4) more Black families, but quite a few white families
    (5) mostly white families, but quite a few Black families

38. I went to a high school in which
    (1) most students were Black
    (2) most students were white
    (3) the student mix was about half Black and half white
    (4) there were more white students but quite a few Black students
    (5) there were more Black students but quite a few white students

39. I went to a high school that was located in
    (1) a very large city (similar to Detroit, Chicago, Flint with population of over 200,000)
    (2) a large city (similar to Jackson, Battle Creek, Kalamazoo, with population between 50,000 and 200,000)
    (3) a medium size city (similar to Benton Harbor, Niles with population between 10,000 and 50,000)
    (4) a small size city or small town in a rural area (similar to Covert, Three Rivers, Dowagiac with population of less than 10,000)

40. It would be good to have a place to go where I could find out more about different types of professions so that I could make up my mind better.
    (1) Yes
    (2) No

41. I would like to learn more about business professions.
    (1) yes
    (2) No

42. The chance of getting a job in the business world for the Black graduate who has majored in business is
    (1) poor
    (2) somewhat satisfactory
    (3) satisfactory
    (4) somewhat better than satisfactory
    (5) good

43. My everyday contacts and personal relationships on campus with Black students who are on minority programs have been (Only those who have been in the past or are presnetly on MLK or Upward Bound should answer this question)
    (1) good
    (2) fair
    (3) poor

44. My relationships with the University security guards (or campus police) are:
    (1) good
    (2) fair
    (3) poor

45. Race
    (1) Black
    (2) Spanish-American
    (3) Indian
    (4) White
    (5) Other

46. I am or have been in one of the following programs here at Western:
    (1) Martin Luther King Program
    (2) Upward Bound program
    (3) in both Upward Bound and MLK
    (4) None of the above